



Record of the Journey

Documentation of Portfolio
Results for

Experienced

Service Coordinators

Module 6

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Module 6

Getting to Know the Travelers along the Way Gathering Information, Intake & Referral, and Building Resources

Record of the Journey

Documentation of Portfolio Results for **Experienced** Service Coordinators

Name of participant _____

Program affiliation (including district) _____

Address _____

Phone number (with area code) _____ E-mail address _____

Signature(s), affiliation, address, phone number, and e-mail address of person(s) documenting results:

Date completed and approved _____

Module 6

Getting to Know the Travelers along the Way Gathering Information, Intake & Referral, and Building Resources

Record of the Journey

Documentation of Portfolio Results for **Experienced** Service Coordinators

Assignment/Activity	Measure of Achievement	Date Assigned	Date Successfully Completed	Comments
Module Description Note that the contents of this module are divided into three components: (1) Gathering Information, (2) Intake & Referral, and (3) Building Resources.				<hr/> <hr/> <hr/> <hr/> <hr/>
6.1 Gathering Information View PowerPoint <i>Gathering Information</i> (slides 1-13), engaging in discussion as directed.	Active participation in discussion and activities during PowerPoint as led by the trainer.			<hr/> <hr/> <hr/> <hr/> <hr/>
6.2 Routines-Based Interview The routines-based interview is a powerful component in the process of intervention planning. If your district/agency chooses to	Independent outside assignment. Review of materials as			<hr/> <hr/> <hr/> <hr/> <hr/>

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portfolio guide.				
6.3 Gathering Information Pre-Quiz Complete the pre-quiz. Give to trainer upon completion.	Pre-quiz completion.			_____ _____ _____
6.4 Case example—Jack View PowerPoint <i>Gathering Information</i> (slides 14-16). Develop a list of questions that might be used during the conversation with Susan and Gayle at the initial meeting. Record your questions on worksheet 6.4a, and place in portfolio upon completion. View slides 17-24. Participate as directed by the trainer.	Active participation in discussion and activities during PowerPoint as led by the trainer. Satisfactory listing of interview questions on worksheet 6.4, as determined by the trainer. Worksheet placed in portfolio.			_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
6.5 Ask Mrs. Yonkers View slides 25-28 of the PowerPoint, reading the questions posed. Indicate whether you feel the question is important to ask Mrs.	Active participation and completion of activity as directed by the			_____ _____ _____ _____

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Yonkers. After the participant(s) make their decision, go to slides 29-38 to find out what Mrs. Yonkers thinks.	trainer.			_____ _____ _____ _____
6.6 Gathering Information Post-Quiz Complete the post-quiz. Compare your results to your own pre-quiz, and file both in the portfolio.	Improved score on post-quiz compared to score on pre-quiz.			_____ _____ _____ _____
6.7 Intake & Referral Pre-Test Complete the pre-test.	Completion of pre-test.			_____ _____
6.8 Intake & Referral View PowerPoint <i>Intake and Referral</i> (slides 1-17), engaging in brief discussion as advised.	Active participation in brief discussion as directed by the trainer.			_____ _____ _____ _____
6.9 Describing Tennessee's Early Intervention System Using the intake flipchart <i>Tennessee's Early Intervention System</i> , work in pairs as instructed. One person will play the role of the family member and the other person will play the role of the service coordinator. Practice presenting the information as you would to a family. Switch roles if time allows.	Active participation in activity to the satisfaction of the trainer. *Experienced TEIS service coordinators in the Southeast			_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

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	District may exempt this activity as they have piloted and used this tool in everyday practice.			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6.10 Intake Checklists</p> <p>Read the three checklists outside of training. Follow-up with the trainer or appropriate person in your office, if you have questions about these procedures.</p> <p>Think about what you have learned from doing intakes over the years, which might benefit a new service coordinator. Write a brief paragraph describing organizational tips and/or strategies you have used to improve and make more efficient the intake process for you and for families.</p> <p>Place a copy of the paragraph in the portfolio.</p> <p>Your district office/agency may choose to compile these tips for new service coordinators for their review. Tips for locating</p>	<p>Follow-up with trainer or other appropriate person in the office for resolution of any questions as needed.</p> <p>Satisfactorily written paragraph verified by the trainer, and included in the portfolio.</p>			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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	6.11k Written Prior Notice (reviewed in Module 4)			_____
6.12 Intake Field Observation Omit for experienced service coordinators.	Omit unless there is a concern.			_____
6.13 TEIS Overview If recommended by the trainer, review this PowerPoint outside of training. See note pages of PowerPoint for suggested dialogue.	Awareness of optional child find and public awareness tool.			_____
6.14 More Rules for the Road Intake & Referral Post-Test Complete the post-test. Compare your performance with your results on the pre-test.	Improvement in number of correct responses based on pre- and post-test results, to the satisfaction of the trainer.			_____
6.15 Building Resources View PowerPoint <i>Building Resources</i> (slides 1-5), engaging in brief discussion as directed.	Active participation in brief discussion as directed by the trainer.			_____
6.16 Building Resources Web Assignment	Satisfactory completion of			_____

Assignment/Activity	Measure of Achievement	Date Assigned	Date Successfully Completed	Comments
<p>folder/notebook (or on index cards in a file box), and give to your trainer/supervisor for their approval.</p> <p>4. Place a copy of this information in your portfolio. If you choose to keep this information on index cards, a written statement of satisfactory completion of this activity can be placed in your portfolio by your trainer/supervisor.</p>				<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6.17 Building Resources in Everyday Routines, Settings, and Activities</p> <p>Using worksheet 6.17, identify ten specific typical settings in your local area that serve to promote the development and success of infants and toddlers. If you are serving multiple counties, try to include examples from each county. Upon completion, share this with your trainer/supervisor, and place a copy in your portfolio.</p>	<p>Complete list of ten specific settings that are appropriate for promoting the development of infants and toddlers, county-specific if appropriate.</p>			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6.18 Building Local Resources, Brochures, & Observations</p> <p>Omit assignment for experienced service coordinators.</p>	<p>N/A</p>			<hr/> <hr/> <hr/> <hr/>

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